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ABSTRACT

Suggestions for improving community relationships necessary to the development of community colleges as a social and economic force are provided. The board of trustees' role in strengthening institutional programs, in considering the interests of the total community, and in solving school problems is reviewed. Citizen advisory committees are suggested as an invaluable aid in presenting programs such as bond issues to the community; to that end, appointees must be carefully selected to represent all community segments and only when there are definite functions to perform. The public relations of bond campaigns, the value of community and student surveys, ways in which college facilities can best serve the community, and the use of mass media in establishing communication between colleges and communities are summarized. It is concluded that the heart of good college/community relations derives from high performance levels on the parts of the college and its representatives to the community. Lists of rules and principles to follow are included for advisory committees, bond campaigns, use of facilities, and public information programs. A checklist of functions for community services programs in the areas of personal development, community development, and program development is also provided. (TR)

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THE COMMUNITY IN COMMUNITY COLLEGE

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March 1978

Introduction

The very justification of the community college depends upon its involvement in the greater community surrounding it. The college must relate directly to the community which it serves and from which it draws many of its resources--not the least of which is the student body.

If this philosophy is to prevail it is necessary for the college to join forces with the community in identifying and resolving the problems of society common to all segments of the social structure. The constituents must be well informed regarding what the college is doing, what it stands for, and where it is going.

Commitment of the community to the college, as well as vice versa, is necessary if the institution is to fulfill its purposes in education. The citizenry must ask and answer such questions as:

How do the college and community best serve each other?

What about local control?

What are the places of advisory committees in planning?

Who knows better than the community--community surveys?

How may the facilities of the college best serve the community?

How is communication accomplished between the college and the community--the Fourth Estate and others?

What are the directions for change?

What are major community college guidelines for future action?

What are the prospects for the future?

In face of a rapidly changing world and recognizing the complexity of the problems that face society, it is vital that our educational institutions serve at the highest level. This paper is devoted to a discussion of some of the vital factors necessary for the development of the community college if it is to reach its highest potential as a social and economic force.

What About Local Control?

A review of the history of American education, to the good fortune of our society, will reveal that local autonomy in education is a tradition that has persisted. This characteristic has, in no small measure, made it possible for our educational institutions to be responsive to the requirements and desires of the public. This has not been the case in institutions of higher education in other countries.

America's educational institutions were born out of necessity. Early in the history of our country, the need for practical as well as classical train-

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ing found wide expression. The founders of our colleges and universities created governing boards of laymen in order that intellectual freedom have the maximum opportunity and that the institutions be protected from political patronage and public or political interference. The influence of lay boards in a large measure helps diminish intellectual snobbery. At the same time boards have been supportive of changes that have brought diversity in our institutions without serious harm to their prestige.

As Paddy, the Irishman, would say, "I'm as good as you!--and a whole lot better too!" John G. Darley, in mixing quotations and sources, said it another way: "Sweet are the uses of diversity in higher education, for they permit us to feel that all institutions are equal, although we admit some are more equal than others."

A soothsayer said that it is easier to move a cemetery than to move a faculty. The fundamental characteristics of the university emerged early--about the 15th century, and were typified by the University of Bologna. Changes have been phenomenally slow. The university is an invention of the European civilization. Its pattern has persisted even though there has been diversity of objectives through the centuries.

The original pattern of the university was to train young men for the professions of theology, medicine and law. As it evolved, and particularly in England, it became concerned with the training of the governing class, serving the so-called upper classes. More emphasis was given to social and moral development and less to intellectual development. Late in the 18th Century and in the early 19th Century the influence of the German University began to be felt. Here, there was emphasis upon research and scholarship. Goals were to expand the horizons of knowledge rather than to provide professional training.

Finally, the American University came into being--the smorgasbord of higher education--The "melting pot" of all higher education--Italian, German, English; a new mix--dicidedly American--different than all others; not pure in its own blood lines--not too inbred, a few bastards (mostly stable), some mavericks, and the elite. Their mix is part technical institute, some high school, business college, university, trade school, agricultural, normal school, and college.

Diversity is found in curriculum, standards, size, climate for learning, admission practices, location, goals, and philosophy. Higher education in the United States is both instruction and/or research oriented--an institution for all seasons, to service the American dream of the "Opportunity of higher education for all."

In order that the community college be placed in its true perspective, it is important that we recognize its distinguishing feature to be breadth of cultural divergency. This is reflected in the three following areas: variety of institutions, scope of course offerings (required and elective), and the democracy of admissions to a "classless society."

The local lay board of trustees, working with the president and through him with the faculty, the students, and the lay community, to promote educational programs, curricular development and management efficiency has proved to be the most efficacious means of placing authority and responsibility of community

colleges in the same hands and of keeping programs responsive to the changing needs of society.

> "While our nation adheres generally to the belief, firmly implanted in our legal and political traditions, that higher education be free from political interference, nonetheless, in recent years a new threat to corporate autonomy of state colleges and universities has emerged. In a number of states, fiscal and management controls have been imposed upon institutions of higher learning, and sometimes these have tended to undermine the authority of institutional governing boards."[1]

Community colleges are similarly subjected to increasing supervision by state officials, legislative auditors, and more recently, state boards of trustees. The threat of dualism in policy development has stirred anxiety among community college officials. Generally speaking the source of income is the most powerful instrument in creating control. For this reason, California's Master Plan for Higher Education recommended that the State participate in the financing of the community colleges to a greater degree, but not beyond 45 percent of the current cost of education. While the community college wanted the State to be a partner in financing the community college it wished the State to be a minor stockholder.

A review of administrative practices of community colleges will reveal that governing boards and administrators are in fact operating their institutions effectively and honestly. Some states require, and all boards should expect, an independent audit of the funds and business procedures of the institutions. In those cases where such audits are taken there is ample evidence that the administrations and the boards have demonstrated great competence and conscience in the management of the college.

> "It is apparent that those institutions most successful in achieving a sound and harmonious relationship with the state government have built a foundation of confidence in their leadership. In good part this confidence rests in the fact that the president and trustees are willing to report openly and freely their use of public funds to legislatures, state executives, and the public. Where secrecy exists, suspicion grows. Isolated cases of managerial backwardness or outright inefficiency are long remembered and widely recounted..."[2]

If an institution engages in a practice that cannot meet the open scrutiny of the public it should stop the practice or change this procedure.

The question has been raised as to whether the local board of trustees is on its way out. The answer is no, nor should it be! School boards will not cease to be a dynamic force in America, not if they continue to be an extension of the community and its people. A superior school board is the bulwark of a superior college.

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[1] Report of the Committee on Government and Higher Education, The Efficiency of Freedom (Baltimore: The John Hopkins Press, 1969) p. 9.

[2] Ibid. p. 24

Board members must recognize that education is not, and never will be, a static process. Board members must facilitate and encourage needed change and help develop creative solutions to problems brought by dynamic forces in a changing society.

Because of the strategic position of the board and the board member in the college-community scene the member faces tremendous responsibilties and opportunities in strengthening the programs of his institution. There are many ways by which he can increase his effectiveness.

School trustees should function in a non-partisan and representative manner with equal consideration for the interests of the total community regardless of the racial, economic, political, social, geographic, civic, religious, or other characteristics of their constituents.

Board members must avoid the attitude that their decisions are the only possible solution to school problems. They should recognize that great contributions to overall planning can and must come from the knowledge and experience of classroom teachers, administrators and other professional personnel, as well as from the classified staff, students and the lay community. Each local college board should establish satisfactory practices and policies for communication. All who wish to present their ideas, opinions and recommendations should be encouraged to do so and in an atmosphere of courtesy and goodwill.

College board members should not develop a proprietary attitude toward the institution. Public institutions belong to all the people, are supported by the people, and are designed to respect the wishes of the public for the education of its youth and adults. Board business should be conducted in open session and every possible means should be used to inform the public regarding the college.

Without question the highest level of college-community relations will be achieved only when board members follow ethical and legal practices in interpersonal relations, not only among themselves but with all contacts. First and foremost, board members should speak only as individuals outside of regular board meetings. Caution should be taken when board members act as representatives of the board at "outside functions" unless at the direction of the board given at a regular meeting. Board members spare themselves considerable pain and embarrassment by insisting that complaints be referred to the full board at a regular meeting rather than to act upon them individually. Board members should conduct themselves as gentlemen or ladies in their inter-personal relationships and in their relationships with all others. To do otherwise is an open invitation "to divide and conquer." They should subjugate personal animosities, avoid uncomplimentary references to their peers, and remain aloof from community quarrels. They should publicly show respect and support for the president of the college. If they cannot, they should request his resignation on clearly stated, well founded, and meaningful grounds. Anyone who is interested in the college will soon know and respect the board that is working for the best interest of the college and its educational program.

The board that conducts business at official meetings only and follows business-like procedures is a credit to the college and to the community. The board that provides, posts, and follows an agenda for each meeting minimizes distrust. Complete and accurate minutes available for review on request will reduce "gossip"

about "what happened" at the meeting, even though it was an open meeting. A board meeting may only be community oriented when ample space is provided for citizens, agenda are available for distribution, and the public and staff are provided an opportunity to be heard. It is vital that the board confine its deliberations to matters affecting the college, study carefully all problems, know the basic facts, including legal requirements, and permit an opportunity for expression of community viewpoints regarding any issues they are considering. The board must be aware of the implications of its decision. Only then should it take final action on a proposal.

In an article entitled, "20,000 Potent People," the University of Chicago's trustee, M. I. Akers is quoted, "The worst waste in higher education is the wasted talent of the private college and university trustees."[3]

This is not the case when the president works conscientiously at communicating with the trustees regarding all aspects of the college programs. The president and the trustee must mutually agree that both have important roles in all phases of the college, including education. The up-to-date, well informed trustee is an invaluable source of information and know how, and an important aid to the president. While the development of policy and the selection of the college president are the major responsibilities of the trustees, it is of vital importance that the talents of board members be used in as many ways as possible.

What are the Places of Advisory Committees in Planning?

Morton Rauh has expressed the opinion, "Given the breadth of scope of many of our institutions, it is no longer clear just who is and who is not a layman. This is especially applicable in the junior college field."[4] The community college must evaluate and develop its purpose in terms of the particular community and thus places a higher value on the trustees' wisdom than would normally be the case in higher education. This need for the expertise of the trustee, coupled with the availability of the trustee and the frequency of board meetings in public community colleges, provides an opportunity for a close working relationship between the professional educator and the lay board member.

While there are differences of opinion regarding the extent to which advisory committees should be appointed, either by the president or his delegate, or the lay board, there are certain cautions one should observe in developing such groups. Educators have received invaluable counsel from lay advisory committees in the development and evaluation of curricula, equipment, facilities, and community needs, particularly in the areas of industry, technology and business education. Advisory committees are an invaluable aid to the director of community services in the development and promotion of his program. Committees for these purposes best serve when invited to participate by the administrative staff and without formal appointment and recognition of the board. They must

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[3]Paul H. Davis, "20,000 Potent People," College and University Journal, Spring 1965, Vol. 4, No. 2, p. 21.

[4]Morton A. Rauh, The Trusteeship of Colleges and Universities, McGraw-Hill Book Company, New York, 1969

under no circumstances be used or permitted to function as pressure groups to evoke action from the board.

On occasion, the board may wish to study problems and to make recommendations for action. In many cases a board-appointed committee is an invaluable aid in developing and in presenting a program to the community, such as a bond or tax override program. In such cases, a wise board, invites citizens' committees to explore fully school problems and to draw conclusions rather than to seek approval of an already developed board plan. The board should in these instances involve the committee in planning for action as well as use them for consultive purposes.

Some suggested rules to consider in the appointment of citizens' advisory committees are listed as follows:

1. Advisory committees should be appointed when there is a definite function to be performed. The committee should clearly understand the limits of the function when it is appointed.

2. The advisory committee should be appointed primarily to advise the board and not to perform as the board.

3. The term of service for committee members should be for the calendar year of their appointment or any shorter period determined by the board.

4. When a specific problem under the study of an advisory committee extends into a second year the committee should be reappointed at the discretion of the board.

5. Chairmen of advisory committees should be chosen from among lay members, and board members should not be official members of advisory committees.

6. Board-appointed advisory committees should hold open meetings and welcome observers.

7. Lay committees and their chairmen should exercise no function legally within the jurisdiction of the board or its officers, nor should they assume to exercise any supervision over any administrative staff member. Cooperation of the professional staff should be made available by the board to provide information and professional expertise.

8. The citizen's advisory committee should report to the board in writing at the end of its assignment, and not later than the end of the college year on the committee's work, its estimate of the value of the project, and its recommendations for the future.

Many qualities should be sought when determining who should be named to the advisory committee. The persons selected should be college-minded and should be willing to devote time and effort to the study of vital problems. The committees should be as totally representative of the community as possible and should always represent the total educational college community--not just a segment of it. Personal qualities sought in the individual would include emotional maturity, sound judgment, sincerity of interest, peer respect, and success in his personal life.

So the board determines that a bond election is necessary. The decision whether the promotion is to be "high pressure" or "low pressure" should be determined at a very early date. The board decides that total commitment to the board and extensive promotion are advisable. A lay advisory committee is appointed to study the extent of need for new buildings and related facilities and to make recommendations for a plan of action for a bond election. The above-mentioned guidelines have been followed, and the committee has been appointed.

The appointment of the committee does not absolve the board and/or the administration of the college from a major responsibility in the bond campaign in assisting the committee in fulfilling its assignment. The professional staff in particular must make available the benefit of its experience and education in assisting the committee. A sample of a helpful checklist prepared by the president and provided for the committee's use follows:

The Public Relations of Successful Building Campaigns

I. What is a campaign?

Webster defines a campaign as a connected series of operations to bring about some desired result. Actually, a campaign is a highly accelerated educational program.

II. Are the needs well established and can the bond program be underwritten?

A. Do building and bond needs reflect educational philosophy and program?

B. Is there adequate data regarding growth in enrollment or new curricula to substantiate new facilities?

C. Is there sufficient evidence of the inadequacies of existing buildings to justify replacement.

D. Is there adequate information to verify the ability of the taxpayer to underwrite the additional bonds?

III. Has the campaign been adequately planned?

A. Is there a representative citizens' committee consisting of at least twenty-five members to evaluate the preliminary recommendations of the administration?

B. Are the citizens' committee members willing to work several weeks organizing background work and giving skilled counsel and valued endorsement?

C. Does the planning of the campaign build up to two or three weeks of perfectly timed action?

D. Does the entire staff understand the needs of the district?

IV. How is the game played?

A. Report the activities of the college even when support is not being requested. (How have the program needs of the college been presented to the community prior to the campaign?)

B. Public sentiment which recognizes the need lessens the burden on all concerned.

C. A reasonable campaign budget is a must, but in most cases this may not be made up from school or public funds.

D. The college belongs to the community, and needs should be interpreted in terms of benefits to everyone to be supported by all.

E. Use the press--don't dodge it! A friendly press is a great asset. Good press relations will educate the public; give it the facts, and prevent misinterpretation or misunderstanding.

F. Ask for help and make the public a partner. Get everyone on the "bandwagon," including community organizations.

G. Organize and catalog community talent and organizations. A job is available for everyone.

H. Have the election when college is in session.

I. Know the opposition but do not spend too much time with "no" votes.

J. Take a positive approach when possible.

K. Gear the campaign to the women. They have the time and dedication to be of greatest help. Recognize and deploy the strength of the so-called "weaker sex."

L. Be careful not to confuse with too many details and facts.

M. Accept negative attitudes with grace and do not permit such attitudes to be taken as personal affronts.

N. Break up large figures! Show how little it costs each person per day.

O. Use pictures or visual materials whenever possible.

P. Ask questions and give answers to inform in making presentations.

Q. After the sale has been made--shut up!

R. If college public relations have been effective over the years, campaign worries are minimized.

S. Look to the team! A successful campaign is a team achievement and be sure to recognize the strength and depth of a strong squad Victory cannot be won by the individual effort of the quarterback.

Board appointed lay committees should be used sparingly and only when the issue is of such significant scope to warrant the involvement of the total community in planning and implementation of the project. The board is the elected lay representative of the public, and the advisory committee is organized temporarily for a short term and a specific purpose. In the final analysis, the long-range destiny of the college lies in the excellence of board participation and decision. In the harsh words of John Galbraith, "In public institutions . . . the governing board that does not govern has come to serve as a conduit for political interference. It is no longer a buffer. It is where those with political axes now go to grind."[5]

Who Knows Better Than the Community--Community Surveys?

> ". . . there are in every county-seat perhaps 25 to 50 key persons in various public agencies and private organizations who can collectively furnish a mountain of extremely interesting data regarding the place and the people: the current panorama, the pageant of the past, and a good deal of what is in store for the future. These key people are generally affable, good humored, genuinely interested in their work, and willing to talk about it and give out written materials when requested by representatives of a nearby college who obviously want the information for none other than constructive purposes. . . From such contacts the local or nearby college stands to gain much more than merely the information first asked for. It gains friends--influential friends--who will continue to have a certain curiosity about its progress and a particular interest in its welfare because they have given a little help, however small."[6]

A very necessary step in determining the needs of the community is to obtain an expression of its opinion. The very basis for the establishment of the new community college usually starts with the educational needs of the area, which are established by a survey of the community. The community is constantly changing and community surveys are an on-going part of the curricular development.

Placement officers, bank officials, employers, realty boards, labor union officials, newspaper editors, chambers of commerce managers, are able to provide invaluable data about the labor supply, training requirements, employment trends and the economic future of the many facets of the community. Not to be ignored in a survey is vital information to be obtained from the elementary and secondary schools of the area.

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[5]John Kenneth Galbraith, "How the University Can Protect Itself," College Management, Vol. 2, p. 34, September 1967.

[6]M. M. Chambers, The Campus And the People, The Interstate Printers & Publishers, Inc., Danville, Illinois, 1960, p 32.

The curriculum at El Camino College has been influenced greatly by systematic formal and informal surveys of the community. Titles of surveys conducted at El Camino College, illustrating the nature of typical surveys conducted by community colleges are these:

1. A survey of Education for Adults Within the El Camino Junior College District. (J. Cooper)

2. Survey of Office Workers in Industrial and Manufacturing Establishments of the City of Torrance. (F. McCoard)

3. Office Automation in Industry in Inglewood, California and Its Implication for Junior College Business Education. (F. McCoard)

4. A Survey of the Need for Development of Nuclear Science Program At El Camino College. (W. Mooney and W. Harless)

5. Report of the Planning Year for an Associate Degree Nursing Program (C. Barnes)

6. The Advanced Placement Program at El Camino College. (H. Swanson)

7. A Survey of Job Opportunities in the El Camino College District Together with Certain Conclusions and Recommendations. (H. Carlock)

8. A Study for the Need of an MDTA Training Program for Electronic Technicians. (J. Dzida and H. Bates)

9. A Report of a Survey of Industry Within the El Camino Junior College District. (T. Elmgren)

10. A Study of the Characteristics of the El Camino Junior College District. (J. T. Rozolis)

11. Industry Business Data Processing Survey. (R. C. Durfey and R. Fedrick)

12. Business Education Planning Survey. (R. C. Durfey)

13. Survey of Need for Machine Shop. (J. Dzida)

14. Allied Health Service Programs and Health Related Courses. (C. Meadows)

As would be expected, the results of well organized surveys of the type listed are invaluable in planning, in supervising and administering, and in evaluating and revising the curriculum. The survey technique is employed not only as a basis for establishing or rejecting new curriculum, but also as a means for revising and, in some cases, eliminating existing curriculum.

Not to be forgotten is the basic premise that the student of a community college is indeed a part of the community and also the justification for the existence of the institution. Great emphasis must be placed upon student needs as one approach to curriculum planning. It is also vital to translate information

regarding students and their needs into program provisions of counseling and guidance, student activities, and other programs related to pupil personnel functions.

> "It is of great importance that a college should know as much as possible about the situation and prospects of the young people of its locality. How long did they stay in the lower schools, and why do they leave? Aside from the more obvious cases, why do some of the high school graduates go to college, while others of equal ability do not? Do many of the youth want a type of education the college does not offer? Where do they go and what do they do after graduation from high school? After graduation from junior college or college? How many leave the community altogether? What jobs are they in and what remuneration do they get? What do the local industries estimate will be their requirements for numbers of employees, and at what levels of training, next year, five years ahead, and ten years ahead? What of the morale of today's young people? Are their attitudes apparently good? What do they want most?"[7]

The only way to obtain answers to most of these questions is through organized and meaningful contacts with youth, both on and off campus. Contacts with students for purposes of institutional self-study should be established before entrance to the college, while they are attending and after they leave. Again, a listing of a sampling of surveys of students conducted by El Camino College will illustrate what is being done by junior colleges to better serve the needs of its students:

1. Follow-Up Study of Business Data Processing Students at El Camino College. (R. C. Durfey and L. Shaw)

2. Follow-Up of Physical Education Majors. (J. Pollard)

3. Follow-Up Study of Students from Fourth Semester Shorthand Business 31C. (F. McCoard)

4. Why Don't Students at Potential College Who Are Eligible to Receive the Associate of Arts Degree File to Receive It? (S. Tucker)

5. Interviews With El Camino College Transfer Students to U.C.L.A. (M. Sloan)

6. Student Unrest Survey. (L. Clark)

7. What Are the Graduates of El Camino College For the Year 1959 Doing? (L. Christian)

8. Drop-Out Survey. (W. Harless)

9. Student and Staff Opinion Regarding the Vietnam Moratorium Referendum. (Associated Students)

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[7]Ibid., p. 33

Students are demanding that they be heard. This situation would not prevail in the degree that now exists if more attention had been given to the implementation of reasonable desires of students in the past. On the broad spectrum of institutional research there is pitifully small attention given to research on student opinion as the "student sees it." Students intend to be considered in the development of programs for all aspects of the college. The colleges are learning that the best way to insure the meeting of students' needs is to involve the students in planning.

How Do the Facilities of the College Best Serve the Community?

> "The junior college serves its community as it offers courses and curricula adapted to the particular needs of its district. In addition, however, the junior college provides community services over and beyond regularly scheduled day and evening courses--such as, for example, sponsoring cultural and recreational activities and making its plant and facilities available for community use."[8]

The college, as a community institution, is oriented to the educational, cultural, and recreational needs of the citizens of the college district. It is incumbent upon the board and the administration to encourage community use of these facilities when the college does not require them to carry on its program.

Some of the precautions the college should consider in making facilities available are:[9]

I. Priorities for use of facilities:

   A. The college

   B. Educational organizations in which the college faculty or administration hold membership and are hosts

   C. Organizations within the college district

   D. Organizations outside the college district

II. Application and Payment Procedures

   A. Determination whether the group qualifies for free use or must pay.

   B. Application must be made to the Office of Community Services for approval of time and date at least four weeks in advance of the time the use of the premises is desired.

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[8]B. Lamar Johnson, "An Emerging Concept Points to the Future," Junior College Journal, XXV (April 1955, 482-485)

[9]C. Robert Haag, (Adapted From) El Camino College Handbook for Use of Facilities, June 1977.

II. Application and Payment Procedures (continued)

C. Commercial organizations must pay the basic charge at the time the contract is signed.

D. The group or organization using the facilities should be liable for any damage to, or destruction of school property beyond that caused by ordinary wear and tear.

III. General Provisions for Use of Facilities

A. Ordinarily, use of the school facilities by one organization for more than one time per month or for more than three consecutive months should not be allowed.

B. All meetings should be open to members of the Board of Trustees or their representatives.

C. The college person opening and closing the facility should be responsible for enforcing regulations and reporting violations unless other supervisory personnel has been provided.

D. College property shall not be used for sectarian purposes nor should entertainment be permitted which reflects upon persons because of race, color or creed.

E. The lessee should provide the district (upon request) with necessary certificates of insurance relieving of all responsibility representatives of the college while acting within the scope of their employment.

F. Concession privileges should be reserved by the college.

G. Promotional and advertising materials used or distributed on campus must be approved by the Office of Community Services and must be removed by the lessee at the end of the lease period.

IV. Special Provisions and Restrictions For Use of Facilities

A. Special requirements for equipment and personnel must be requested in writing when the permit is obtained.

B. Program and rehearsal arrangements must be binding. "Last minute" extra rehearsals or additional room use should not be permitted.

C. The use of portable sound system should be forbidden.

D. Scoreboard or other special equipment should be operated by the college employees.

In evaluating the community services program it is important that there be balance not only in recreation activities but also in the areas of community education. This includes non-credit short courses, workshops, seminars, forums, as well as other activities normally associated with community services, namely, lectures, concerts, film series and dramatic events. Very important to the development of a balanced program is the formation of a citizens' advisory committee, with a suggested maximum term of four years and with one-fourth of the membership retiring each year. On occasion, committees of short term duration are most helpful in developing and promoting special interest fields. The committees must be working committees and should not be permitted to "die on the vine." It is recommended that a citizens' committee be selected from areas in which the leaders are known and respected and that the committee be strengthened by having a college faculty core.

With proper leadership the committee can be a real aid as a buffer against those who would interject partisan and community politics into the operation of the program. Operating at a high level, and with the assistance of an astute citizens' advisory committee, community services can be a catalytic agent to bring together interlocking agencies.

Under the direction of Dr. Max R. Raines, Director, Kellogg Community Services Leadership Program, Michigan State University, a national survey obtained extensive data regarding programs of community services. Part I of the questionnaire provides an excellent guide and check list for the appraisal and inventory of community service programs. It is presented in part as follows:

Background

". . . we define community services as the educational, cultural, social, and recreational services which the college provides for its community beyond the regular credit courses scheduled on campus during the day or evening hours.

"The community service functions that are described in Part I of the Inventory can be classified into three major dimensions.

"Self-Development Functions - Those functions and activities of the college focused upon the needs, aspirations and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment.

"Community Development Functions - Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic and political enviornment of the community (e.g., housing, transportation, air pollution, human relations, public safety, etc.).

"Program Development Functions - Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes."

"Section I contains a list of eighteen functions intended to describe the community services program." (listed as follows:)

Self Development Functions

"Developmental Counseling Function - Providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

"Educational Extension Function - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

"Educational Expansion Function - Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

"Social Outreach Function - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

"Cultural Development Function - Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine arts series, art festivals, artists in residence, community theatre, etc.

"Leisure-time Activity Function - Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc."

Community Development Functions

"Community Analysis Function - Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem-oriented studies, identifying roles and goals of organizations.

"Inter-Agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

Advisory Liaison Function - Identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

"Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

"Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self studies, urban beautification, community chest drives, air pollution, etc.

"Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc."

Program Development Functions

"Public Information Function - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

"Professional Development Function - Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

"Program Management Function - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

"Conference Planning Function - Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluations, etc.

"Facility Utilization Function - Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

"Program Evaluation Function - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc."[10]

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[10]Nathan C. Shaw, Editor, Forum, "A Community Services Inventory for Community Colleges," (American Association of Junior Colleges), Washington: November 1969, Vol. I, No. 11, pp. 1-3.

A superior program of community services makes possible more and better education for more people than ever before. It brings more people to the college campus and takes the college to more people in the community. It adds an additional dimension to higher education and, at the same time, enriches the lives of those in its community.

How is Communication Accomplished Between the College and the Community--The Fourth Estate and Others?

One of the major problems confronting education today is lack of proper communication--not only between the various segments of education but more particularly between educators and the community. Those operating today's colleges must realize they are not working in isolation. The eyes of the public are on the college and only with understanding and belief in what they see will they support the institution.

While good public relations start with good teaching in the classroom, this is not where they should stop. When possible, it is best to bring the community to the college. There are many ways and media by which the college can and should be taken to the community. This discussion is devoted to public information disseminated through campus originated releases or through campus publications, such as newspapers, magazines, catalogs, brochures, calendars and reports.

While the president is ultimately solely responsible for public relations, st as he is for all other operations of the college, he is wise to delegate various functions of the community information program to representatives he considers qualified. The problems of communication are so complex that virtually every college must have an expert to coordinate at least the publications aspect of the program. It has become common practice in community colleges to separate public information and community services into two separate divisions. The worst possible program is one in which the president becomes too occupied to coordinate and yet neglects to delegate this function to any one individual. Under ideal circumstances every member of the staff is a member of the public information team, as well as a target of communication about the college.

There is no such thing as a packaged program for public information. Each institution must analyze its available resources and the college's problems and then formulate its program in terms of goals, procedures and organization.

"Plans must be individualized because:

1. Each college has peculiarities in problems, facilities, purposes, and existing organization and activities.

2. The field of public relations is so vast that probably no college can hope to operate a complete program. The efficient and effective planner thus makes a judicious selection of the most productive activities which can be maintained by available resources.

3. The very process of preparing the individualized blueprint vitalizes the program. Productive thinking is generated. Participants acquire new knowledge as they research educational issues and the broad field of public communication. Individuals who have key positions in the operating organization tend to develop strong interests in projects they have helped plan."[11]

The president has the responsibility of selecting a public information coordinator who has skills, understanding, knowledge and stature. The coordinator should be readily available for administrative conferences and in close contact with the problems, trends and practices of the institutions. He should be capable of making independent decisions and energetic enough to provide self-direction and self-stimulation. His activities and production should require only occasional presidential review.

Hopefully, the coordinator of public information would gear his public information with the following principles in mind:

1. Be continuous--have a steady flow of publications with year-round daily emphasis.

2. Be comprehensive and use all media. Keep in contact with the many publishers in the community.

3. Be accessible to the public and be active in the community.

4. Be dissatisfied with your product. Evaluate constantly and compare with the best that is being done elsewhere with the goal of self improvement.

5. Be cooperative because every employee is a "press agent" and you need the cooperation of others.

6. Be reasonable in the amount of financial support you budget.

7. Be consistent with the philosophy and goals of the college.

8. Be informed--move about, don't wait for campus or the community to come to your office.

9. Be self-sufficient with a resources file including general information on the college, faculty and student biographies, pictures, resource publications, clippings and mailing lists.

10. Be social and create personal relationships with community leaders, including editors and reporters.

11. Be balanced in news releases, keeping in mind the morale of students, faculty and classified employees.

12. Be professional not only by act but also by quality of your product.

13. Be artistic in your use of photographs and graphic arts.

14. Be directive in conducting training programs for others on the team.

15. Be humble and invite honest criticism of your work and suggestions for improvement.

16. Be patient--no one expects you to do all of these things at one time.

Brief comment and suggestions regarding some of the media commonly used by colleges are in order.

Newspapers: The newspaper is the main media of public information in practically every community. People obtain much of what they know about their college from the newspapers. The president of the college, the coordinator of public information, and other key members of the staff should be acquainted with the editor, the city editor (on daily newspapers), and the reporter who covers school news.

The editor, as does the president of the college, decides the climate of the institution he represents--the press. He knows the community and its people and he should be sensitive regarding their well being. His attitude toward the college is often determined by how well he is informed. Not only do the president and the coordinator consult with the editor for advice, but they also help keep him up to date on educational trends.

Experience will testify to the fact that the best way to earn the confidence of the media is to be honest, positive and objective. Know those who handle your news and be available when facts are needed--both good and bad. The school reporter assigned by the paper to cover college news is often the most important individual on the newspaper staff so far as the college is concerned.

Only in exceptionally large metropolitan newspapers will there be reporters assigned to the college on a full-time basis. Most of the news about the college will originate from the office of the coordinator of public information. The college coordinator is a professional and he will prepare releases for laymen following newspaper principles by keeping the message brief. Care will be taken regarding quality of photographs accompanying the releases.

The letterhead of the release is important and will be distinctive, designating that it is, in fact, a press release, with a block stating PRESS RELEASE. The name of the college should be identified, as well as the public information office, the mailing address, telephone and an invitation to call the coordinator of information for further information.

Wise presidents take every opportunity to acquaint the newspaper staff with the aims, procedures and processes of the college. In turn, the reporters and editors develop a positive identity with the college when invited to speak before workshops, faculty and assembly groups, or to serve as consultants and judges.

Reporters must meet deadlines and the college staff must respect the press deadline of the paper. While it would be nice if all inquiries from the press were made to the president or coordinator who are accustomed to interviews, such a procedure would be cumbersome and would be in violation of academic freedom. All members of the staff should feel free to talk to news reporters. A wall of enforced silence is the greatest threat to good public relations. At the same time,

releases from employees of the college released in the name of the college should be distributed through the offices of the coordinator of public information. This not only results in releases that are in good form and clearly written, but also results in all papers in the area receiving equal consideration. When possible, the coordinator will release items so that weekly papers have a fair break with the daily press. This does not infer that a "hot news" item is held back, but rather that announcements and general information are released judiciously.

Radio and Television: Experts agree that the fundamentals of good press apply to radio and television stations also. Both of the broadcasting media are required to devote a portion of their time to public service. In addition to news releases, the stations are most cooperative in presenting interviews, lectures, demonstrations of an educational nature, dramatic presentations, debates, and in some cases the media has developed regular programs in cooperation with the college.

News Letters: In recent years many colleges are releasing news letters or reports to the staff, community, and to other interested institutions, both college and otherwise. Most of these reports are released four or five times a year and are mailed to a broad but select group of civic leaders, alumni, and interested citizens. This avenue of communication provides a guaranteed method of transmitting serious information regarding the progress and prospects for the college. A regularly scheduled publication must be attractive, interesting and timely. The value of such material is established only when readership interest is established.

College Calendar: One of the most useful and very much appreciated publications is the calendar of events which is distributed on campus and mailed to interested patrons in the community. Provision should be made to have printed college-addressed cards available for patrons attending community services and other cultural events, to be filled in with their names and addresses if they wish to be placed on the mailing list for the calendar of future events.

Student Publications: While faculty and students are the main target for these publications, it is important to remember that they are carried home and read by families and friends. The college student paper is a very important instrument for keeping the community aware of college life as seen through the eyes of the student.

There has been a trend in recent years to eliminate the college yearbook and replace it with two or more issues of a magazine type publication patterned after Life or Look. Campus life is depicted in the form of both issues and events. The new format has been well received by the student and the community. In many instances, the college has included people in the community who have reception rooms, such as doctors, dentists, etc., on the mailing list for complimentary copies.

House Organs: It is fruitful to obtain a list of publications of employers, unions, chambers of commerce, realty boards, churches, educational groups and others, as many will be interested in including news items or features, as well as listing events and other features about the college.

Brochures and Leaflets: Much time can be saved and greater coverage accomplished when information for which there is a recurring demand is printed for easy distribution. A leaflet history with a map of the campus, for example, could be available for visitors and distributed to speakers' bureau audiences. It is common practice to have brochures with attractive format to publicize many of the curricular offerings on the campus.

Conclusion: A public information program that does not skillfully use the media is "doomed"--and to a large degree, so is the program of the college. As a final caution, it is important not to evaluate public relations in terms of linear feet of material printed, either in the newspaper or elsewhere. The heart of good community relations comes from good deeds and by good performance communicated by a high level performance. As Arnold H. Glasow has so aptly stated, "The world expects results. Don't tell others about the labor pains. Show them the baby."

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